

DEGREES OF SOCIAL INCLUSION: PERSPECTIVES FROM THE ROER4D PROJECT

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Degrees of social inclusion: Perspectives from the ROER4D project

Cheryl Hodgkinson-Williams & Henry Trotter
2nd World OER Congress, 19 September 2017, Slovenia

www.slideshare.net/ROER4D/



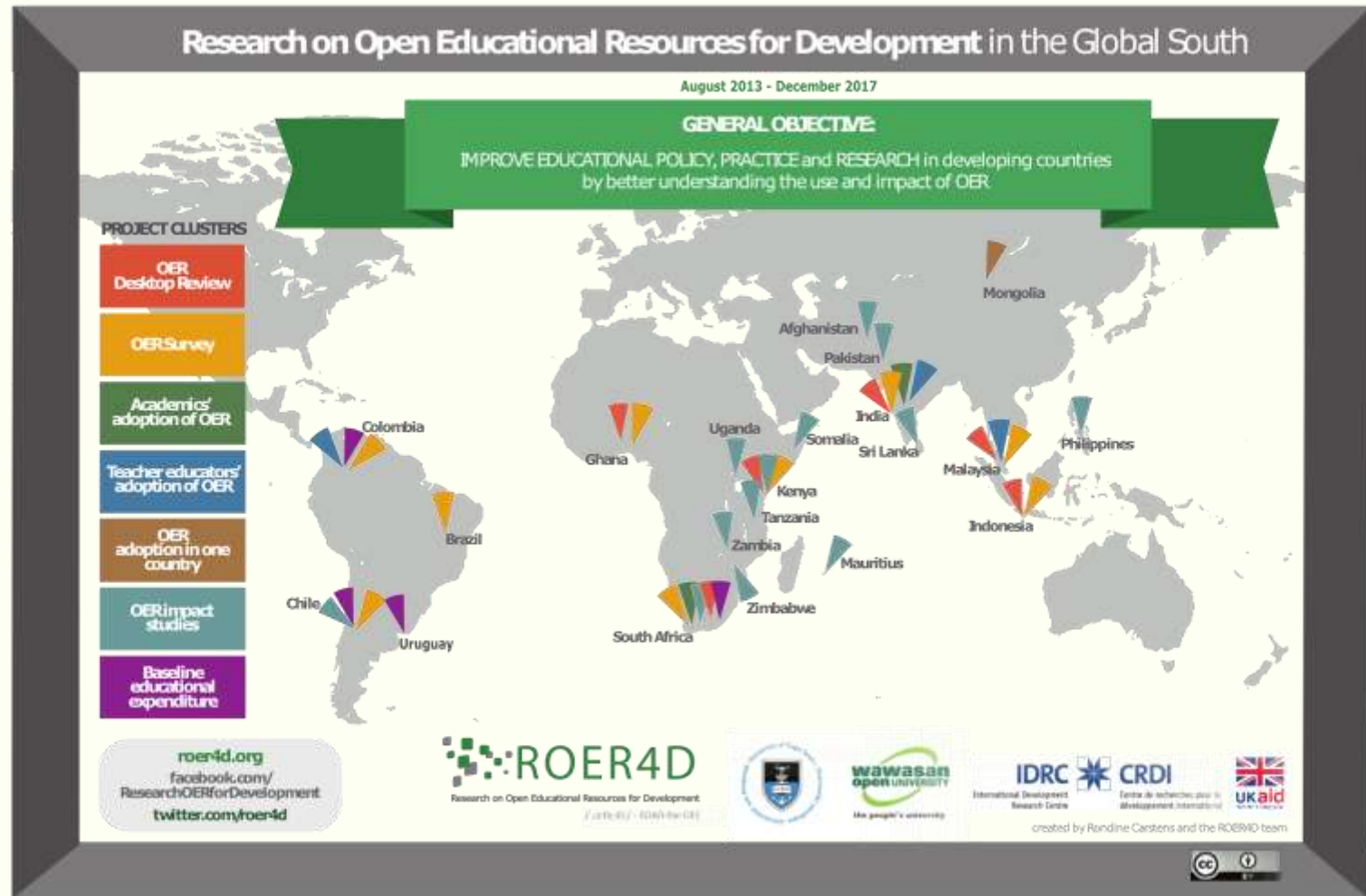
IDRC



CRDI



ROER4D project



Key issue: What is “Social inclusion”?

Human potential

Postcolonial theories
Pedagogies of hope

EMPOWERMENT

Social justice

Partnership theory
Critical pedagogy
Feminist theories

PARTICIPATION

Neoliberalism

Human capital theory
Social capital theory
Free-market economics

ACCESS

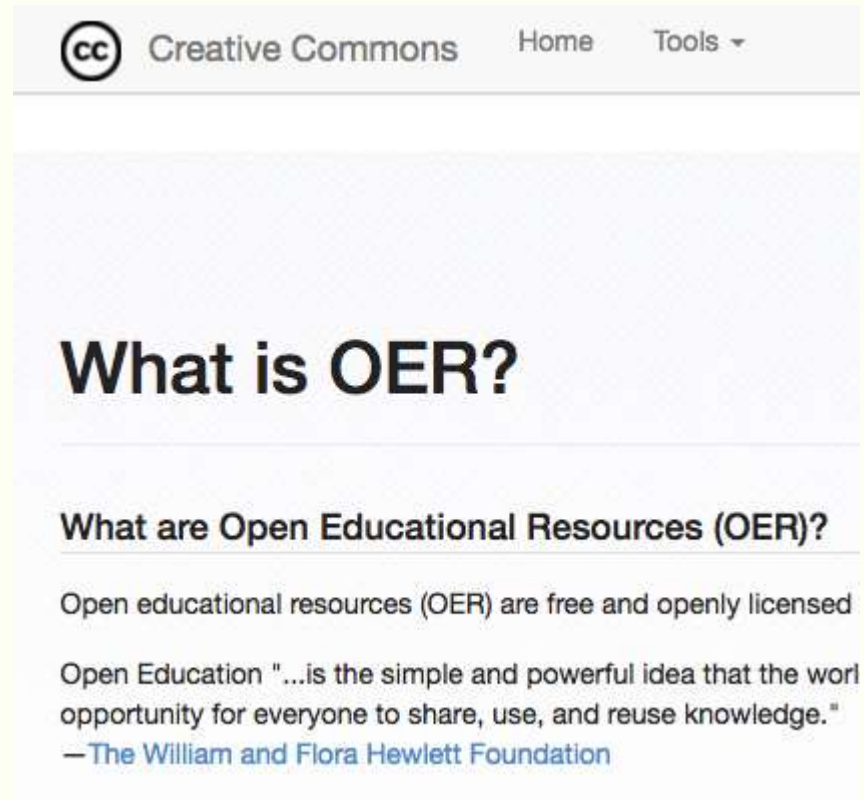
(Adapted from Gidley, Hampson, Wheeler and Bereded-Samuel 2010, p. 2)

Conceptual caveat

One of the key challenges in the research studies undertaken as part of the ROER4D project, was clarity on what respondents considered as “Open Educational Resources”

Most viewed OER as digital materials freely available on the internet and were generally not aware of copyright regulations or alternative open licensing options.

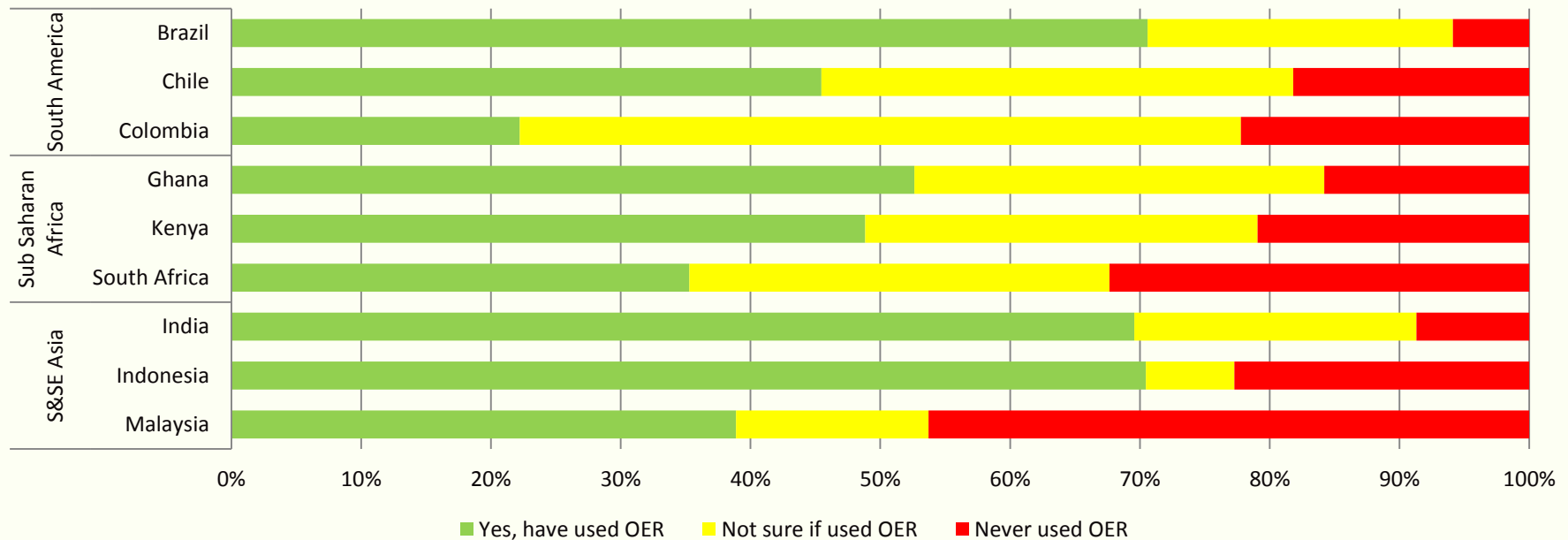
All data presented therefore need to be treated with some caution.



ACCESS:

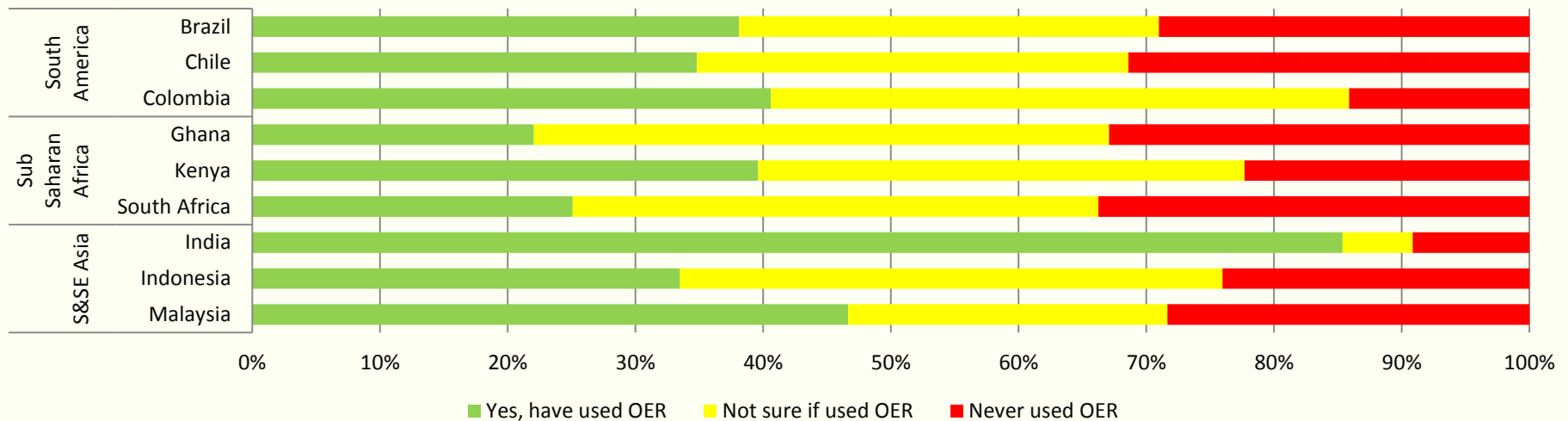
Key findings on use of OER in nine countries in the Global South

To what extent is OER use widening access of materials to educators in the Global South?



Overall the cross-regional, nine-country study suggests that **51%** of the 295 randomly selected educators surveyed reported having used OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill 2017)

To what extent is OER use widening access of materials to students in the Global South?



The cross-regional, nine-country study suggests that **39%** of the 4784 randomly selected learners surveyed reported having used OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)

Which factors influence the adoption of OER to **widen access** to educational materials?

1. OER awareness
2. Technical capacity
3. Infrastructural access
4. Availability of suitable OER
5. Socio-economic status

Example of good practice: Darakht-e Danesh Library in Afghanistan



Darakht-e Danesh
درخت دانش

مېستېم ته دلته کيدل | نوم ليکنه

پښتو دری English

کورپاڼه اړیکې د درخت دانش کتابتون له کتابتون سره مرسته په افغانستان کې ښوونه او روزنه

Welcome to Darakht-e Danesh Library



طبیعی علوم

فزیک

کیمیا



ریاضیات

الجبر

حساب



د ژوند علوم

انځومي فزیولوژی

بیولوژی



د ژبې ادبیات

د ماشومانو ادبیات

جوړښت او انتقادي تفکر



ښوونه او روزنه

ډیجیټلي لیک لوست

له ښوونځي څخه مخکې ښوونه



د کارونې علوم

مهندسي او ډیزاین

کمپیوټر ساینس

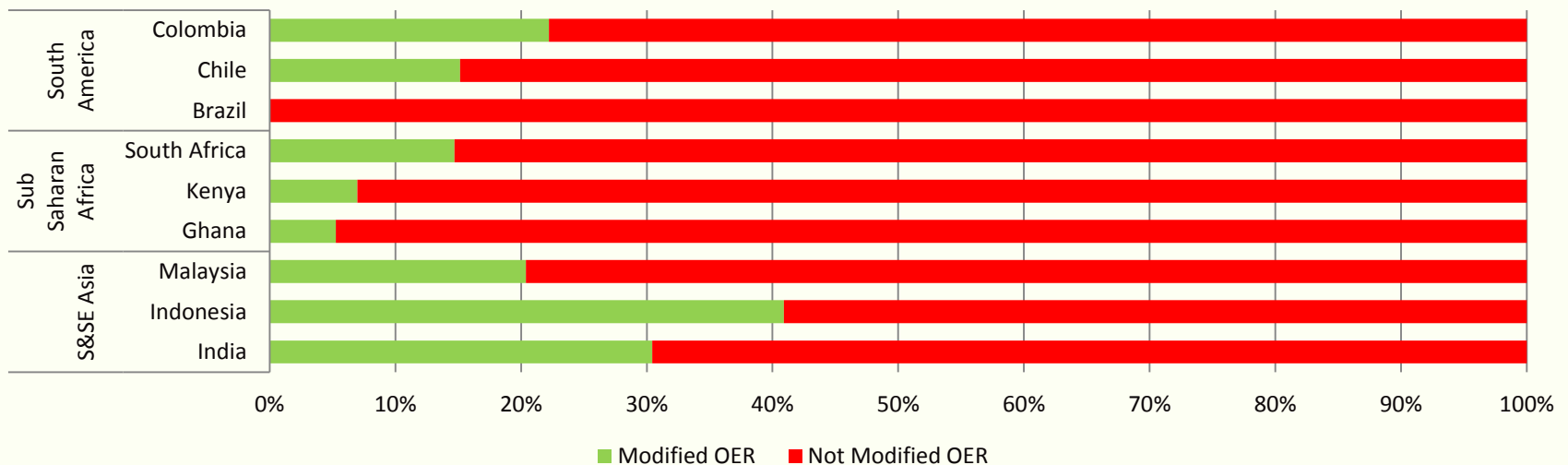
<https://www.darakhtdanesh.org/en>

(Oates, Goger, Hashimi & Farahmand 2017)

PARTICIPATION:

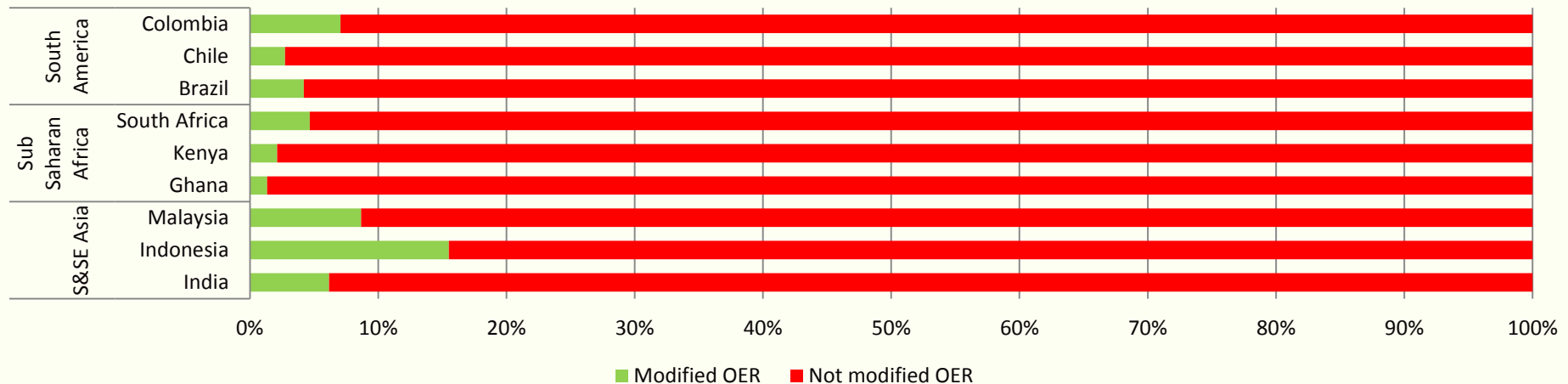
Key findings on **adaptation** of OER in nine countries in the Global South

To what extent is **participation** in education being encouraged through adaptation (revising or remixing) of OER by **educators** in the Global South?



The cross-regional, nine-country study suggests that **18%** of the 295 randomly selected educators surveyed reported having adapted OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, [ROER4D Sub Project 2 data set](#))

To what extent is **participation** in education being encouraged through the adaptation (revision & remixing) of OER by **students** in the Global South?



The cross-regional, nine-country study suggests that **6%** of the 4784 randomly selected learners surveyed reported having adapted OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)

Which factors encourage **participation** in the adaptation of OER?

1. Pedagogical practices
2. Institutional support mechanisms
3. Institutional policies
4. Disciplinary norms
5. Collaboration (including communities of practice)

Example of good practice: Pre-service teacher education programme of the Open University of Sri Lanka

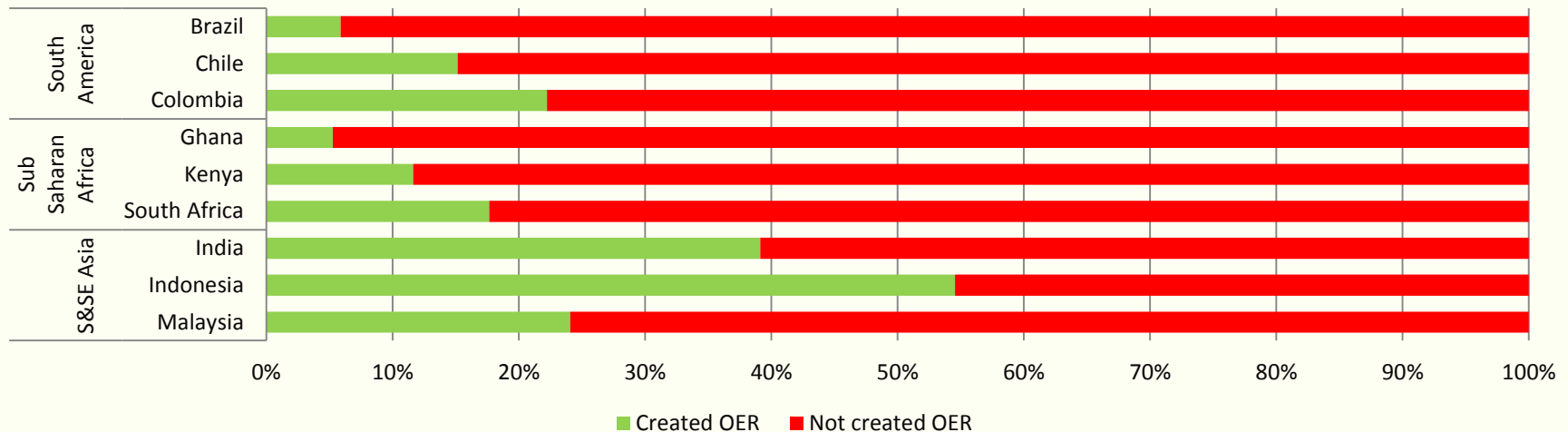


Karunanayaka & Naidu (2016:105) Image CC BY-SA

EMPOWERMENT:

Key findings on **creation** of OER in
nine countries in the Global South

To what extent is OER creation contributing towards empowering **educators** in the Global South?



Overall the cross-regional, nine-country study suggests that **23%** of the 295 randomly selected educators surveyed reported having created OER according to comparison with educators selection of licence type and creation of educational resources (de Oliveira Neto, Pete, Daryono & Cartmill, 2017)

To what extent is OER creation contributing towards empowering **students** in the Global South?



The cross-regional, nine-country study suggests that **9 %** of the 4784 randomly selected learners surveyed reported having created OER (de Oliveira Neto, Pete, Daryono & Cartmill)

Which factors lead to greater **empowerment** through the creation of OER?

1. Motivation (reputation enhancement)
2. Personal fulfilment and confidence
3. Participation in funded implementation and research projects
4. Co-creation with students

Example of good practice: CoKrea for teachers in Colombia

MEMORIA COKREA

CO-KREA ES PARA TI

ACERCA DEL PROYECTO ▾

SEMINARIO VIRTUAL ▾

ENCUENTRO COKREA 2015

BANCO DE REA ▾

CONTÁCTENOS

¿PREGUNTAS?



coKREA

Proyecto de Co-Creación Co-
laborativa de Recursos Educa-
tivos Abiertos (REA)

ENTRADAS RECIENTES

¡Atrás los temores y bienveni-
das las frescas nociones sobre
derecho de autor!

Recursos Educativos ¡cada vez
más Abiertos!

¿Te imaginas un universo edu-
cativo sin colaboración?

¡Compartir! Fórmula simple
para sumar y multiplicar sabe-
res

Estrategia de difusión de la
Memoria Audiovisual de co-
KREA

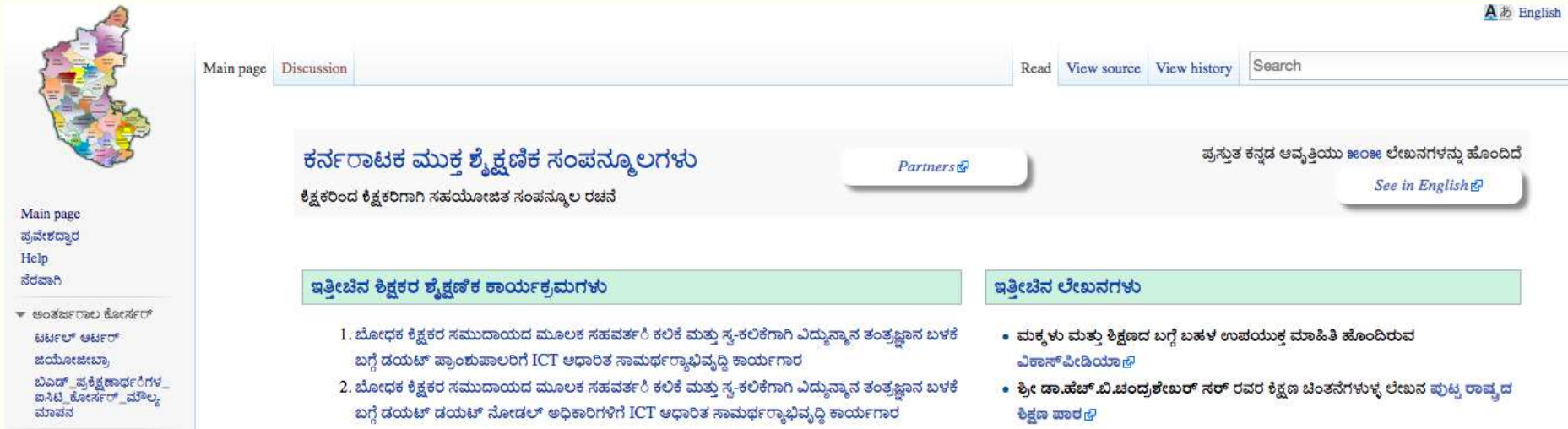


MEMORIA COKREA

<https://karisma.org.co/cokrea/>

Sáenz, Hernández & Hernández (2017)

Example of good practice: Teacher Professional Learning Communities, Karnataka, India



The screenshot displays the KOER (Karnataka Open Educational Resources) website. On the left, there is a map of Karnataka and a sidebar with links: Main page, ಪ್ರವೇಶದ್ವಾರ (Gateway), Help, ನೆರವಾಗಿ (Assistance), and a dropdown menu for 'ಅಂತರಜಾಲ ಶೋಧನೆ' (Online Search) with options like 'ಟರ್ನಿಂಗ್ ಅರ್ಕೈವ್' (Turning Archive), 'ಜಿಯೋಜೀಬ್ರಾ' (Geojibbra), 'ಬಿಎಡ್ ಪ್ರಶ್ನೆಕಾರ್ಡ್‌ಗಳು' (B.Ed Question Cards), 'ಐಸಿಟಿ ಶೋರ್ಸ್ ಮೌಲ್ಯಮಾಪನ' (ICT Shores Evaluation), and 'ಮಾಪನ' (Evaluation). The main content area has tabs for 'Main page' and 'Discussion'. Below the tabs, the title 'ಕರ್ನಾಟಕ ಮುಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಂಪನ್ಮೂಲಗಳು' (Karnataka Open Educational Resources) is shown, followed by 'ಶಿಕ್ಷಕರಿಂದ ಶಿಕ್ಷಕರಿಗಾಗಿ ಸಹಯೋಜಿತ ಸಂಪನ್ಮೂಲ ರಚನೆ' (Teacher-created resources for teachers). A 'Partners' button is visible. The right side features a search bar and a link to 'ಪ್ರಸ್ತುತ ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆ ೨೦೧೭-೨೦೧೮ ಲೇಖನಗಳನ್ನು ಹೊಂದಿದೆ' (Contains Kannada articles for the current 2017-2018 development plan), with a 'See in English' link. Below this, there are two sections: 'ಇತ್ತೀಚಿನ ಶಿಕ್ಷಕರ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳು' (Recent teacher training programs) and 'ಇತ್ತೀಚಿನ ಲೇಖನಗಳು' (Recent articles). The first section lists two programs: 1. ಬೋಧಕ ಶಿಕ್ಷಕರ ಸಮುದಾಯದ ಮೂಲಕ ಸಹವರ್ತಿ ಕಲಿಕೆ ಮತ್ತು ಸ್ವ-ಕಲಿಕೆಗಾಗಿ ವಿದ್ಯುನ್ಮಾನ ತಂತ್ರಜ್ಞಾನ ಬಳಕೆ ಬಗ್ಗೆ ಡಯಟ್ ಪ್ರಾಂಶುಪಾಲರಿಗೆ ICT ಆಧಾರಿತ ಸಾಮರ್ಥ್ಯಾಭಿವೃದ್ಧಿ ಕಾರ್ಯಾಗಾರ (ICT-based capacity building workshop for ICTA principals on the use of digital technology for self and peer learning); 2. ಬೋಧಕ ಶಿಕ್ಷಕರ ಸಮುದಾಯದ ಮೂಲಕ ಸಹವರ್ತಿ ಕಲಿಕೆ ಮತ್ತು ಸ್ವ-ಕಲಿಕೆಗಾಗಿ ವಿದ್ಯುನ್ಮಾನ ತಂತ್ರಜ್ಞಾನ ಬಳಕೆ ಬಗ್ಗೆ ಡಯಟ್ ಡಯಟ್ ನೋಡಲ್ ಅಧಿಕಾರಿಗಳಿಗೆ ICT ಆಧಾರಿತ ಸಾಮರ್ಥ್ಯಾಭಿವೃದ್ಧಿ ಕಾರ್ಯಾಗಾರ (ICT-based capacity building workshop for ICTA nodal officers on the use of digital technology for self and peer learning). The second section lists two articles: • ಮಕ್ಕಳು ಮತ್ತು ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ಬಹಳ ಉಪಯುಕ್ತ ಮಾಹಿತಿ ಹೊಂದಿರುವ ವಿಕಾಸ್‌ವೀಡಿಯೋ (Vikash Vedio - Useful information about children and education); • ಶ್ರೀ ಡಾ.ಹೆಚ್.ಬಿ.ಜಂದ್ರಶೇಖರ್ ಸರ್ ರವರ ಶಿಕ್ಷಣ ಚಿಂತನೆಗಳುಳ್ಳ ಲೇಖನ ಪುಟ್ಟ ರಾಷ್ಟ್ರದ ಶಿಕ್ಷಣ ಪಾಠ (Article by Shri Dr. H.B. Jandrashekar Sir on education thinking in a small nation).

<http://karnatakaeducation.org.in/KOER/>
Kasinathan & Ranganathan (in press)

Degrees of social inclusion

EMPOWERMENT

Educators = 23%
Students = 9%

PARTICIPATION

Educators = 18%
Students = 6%

ACCESS

Educators = 51%
Students = 39%

Degrees of social inclusion

EMPOWERMENT

- Motivation (reputation enhancement)
- Personal fulfilment and confidence
- Participation in funded projects
- Co-creation with students

Educators = 23%
Students = 9%

PARTICIPATION

- Pedagogical practices
- Institutional support
- Institutional policies
- Disciplinary norms
- Collaboration

Educators = 18%
Students = 6%

ACCESS

- OER awareness
- Technical capacity
- Infrastructural access
- Availability of OER
- Socio-economic status

Educators = 51%
Students = 39%

ROER4D Edited volume



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AFRICA ▾

ASIA ▾

OUTPUTS ▾

BLOG

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- ROER4D weekly update – 8 September 2017
- The question of cost-saving and OER: a study from South Africa
- ROER4D weekly update – 1 September 2017
- ROER4D weekly update – 25 August 2017

Adoption and Impact of OER in the Global South

We will be releasing advance versions of the chapters online with the full volume to be published in December 2017. Parties interested in conducting reviews of the final edited volume are invited to contact the ROER4D Publishing Manager [Michelle Willmers](#).

Chapter 1: Introduction

Chapter 2: Meta-synthesis

Chapter 3: OER use in the Global South: A baseline survey

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SOUTH AMERICA

Chapter 4: Open Access and OER in Latin America: A survey of the policy landscape in Chile, Colombia and Uruguay

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Chapter 5: Collaborative co-creation of OER by teachers and teacher educators in Colombia

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**GO-GN**
@GOGN_OER

Ahoy #GO_GN-ers! We've started planning for seminar in Delft and #oeglobal18. Call to apply for funding in your mailboxes very soon.

References

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